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ABSTRACT

The accountable evaluation for improvement procedure permits the evaluation and improvement of teaching by professional constructive alternatives. The teacher and his class are taped via portable television cameras. The tape is reviewed by the teacher, a subject or grade matter colleague of his choice, and the principal at a time convenient to all. Those present reach consensus on constructive alternatives for teaching improvement. A second taping is made and used to ascertain if the agreed upon teaching improvement alternatives have been made. Should the teacher agree with the use of these procedures, his future permanent record contains a list of teaching alternative improvements he has agreed to and signed, along with a list of those improvements he has actually made.
(Author/WM)

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ACCOUNTABLE EVALUATION FOR IMPROVEMENT*

by Dale F. Baltus

As much as any other fact of life educators believe in evaluation for accountability. Additionally, if given a choice, ~~educators~~ teachers will choose to improve professionally rather than be transferred or dismissed. However, ~~educators~~ educationists as well as other professionals, usually ask the following questions about evaluation: What should be evaluated? How are you going to evaluate? Who will do the evaluation? What changes will occur after an evaluation? If these questions can be answered to the satisfaction of the evaluatee, evaluation is not only less threatening but viable.

Let us assume that teachers will accept criticisms of their professional work if better teaching alternatives are offered in their education area. This assumption poses many problems for educational administrators. For how can an administrator with a physics background give constructive teaching alternatives to a first grade teacher or to anyone teaching in a subject area out of the administrators background preparation? To be sure administrators can give interdisciplinatory alternatives limited to the language of their professional preparation. Oh, you can say that the administrator can give help in discipline, student relationships and so forth but after exploring the etceteras you still face the problem of giving constructive alternatives to subject or grade matter teaching.

The accountable evaluation for improvement procedure is an alternative by which the foregoing questions and problems can be answered. It is a procedure by which teaching can be evaluated and improved by professional constructive alternatives. An example of the method is as follows: A teacher and an administrator have a pre-evaluation conference. During this conference explanations

EA 006 218

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are given concerning a new way of evaluation. The teacher is then asked if he would like to participate, on a trial basis, in this type of evaluation. Furthermore, the teacher is given in writing that the evaluation would not become a part of his permanent record unless he chooses otherwise.

EVALUATION METHOD

The method involves the teacher and his class being taped via portable television cameras. Following the taping, the tape is reviewed by the teacher, a subject or grade matter colleague of his choice, and the principal at a time convenient for all. The tape will be viewed with only one thing in mind, that being improvement. Following the viewing he, the subject or grade matter colleague, and the principal will come to consensus on any alternatives they feel will help improve the teaching they have just reviewed. These alternatives will be written down by the evaluatee and a copy given to the principal and subject or grade matter colleague. Note: Only constructive teaching alternatives agreed upon by all three involved are written down. The teacher is then asked to submit a time when he and his group of students can again be taped. This second taping will be viewed by the teacher, principal and subject or grade matter colleague with two things in mind. First, to see if agreed upon improvement alternatives have been made[1] and secondly for any other future consensus improvement alternatives. Following, the second or subsequent tapings, the teacher is asked if he would like to use the procedures for future evaluations. If he accepts the proposal it should be explained that his future permanent record will contain a list of teaching improvement alternatives he has agreed upon and signed (first tape or tapes). Along with this record a list of those improvements he has made will be kept. This improvement list will be signed by the teacher, principal, grade or subject matter colleague (second or subsequent tapes).

[1]There are many times that a subsequent class is not conducive for a teacher to exhibit all the improvements. Subsequent tapings may be necessary for the teacher to exhibit other improvements made.

SPECIFIC ROLES

Administrator:

The administrators role is one of obviating the threat of evaluation. He or she should never allow critical comments only positive alternatives. The administrators must constantly keep in mind the following question: How can a criticism be given when one knows no improving alternative?

Subject or Grade Matter Colleague:

This professional should be selected by the teacher. It not only is a compliment to the colleague personally but helps eliminate the evaluation threat. Additionally, it can help the colleague improve by observing a fellow professional's teaching techniques.

Video Tape Recorder (VTR) Operators:

If possible these operators should be approved of by the teacher. If instructional systems technicians are not available, students or parents can be trained to operate the VTR equipment.

VIDEO TAPE RECORDING (VTR)

The VTR equipment and its use explained on the following pages does not preclude the use of other types of equipment. Rather, it is given as an example and a help to anyone wishing to initiate accountable evaluation for improvement procedures.

The uniqueness of the system is in its use of two VTR cameras and a split screen for viewing the tapes. One manned camera is used to "pan" the students in the classroom and record the students verbal and kinesic responses to the subject material being taught. The second manned camera is used exclusively to record the teachers method of teaching. After the two tapes are made (teacher

and students) they are viewed simultaneously on a split screen monitor by the teacher, administrator and subject or grade matter colleague. This allows all three to see not only the teacher but the students response to the teacher.

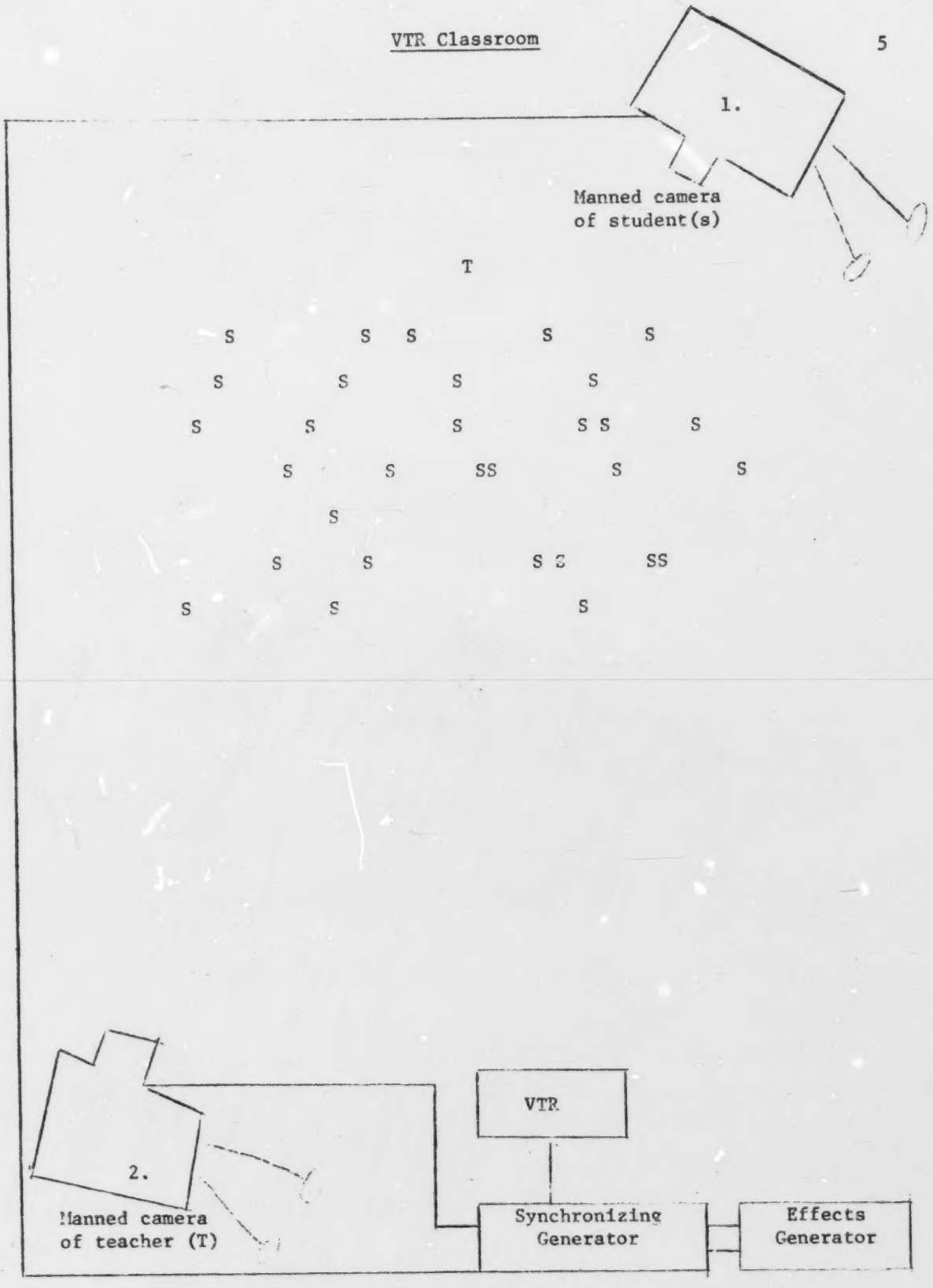
Some Advantages of the Evaluation for Improvement Procedure:

1. Absent students can view the tape of the missed class.
2. Students witness teachers striving for improvement of their teaching.
3. Grade or subject matter colleagues improve their teaching techniques by viewing a colleague's teaching.
4. Teachers make additional improvements in areas other than those agreed upon by the principal and subject or grade matter colleague.
5. Split screen monitoring allows teacher to study student reactions to teaching.
6. Teachers and administrators have an accountable evaluation record.

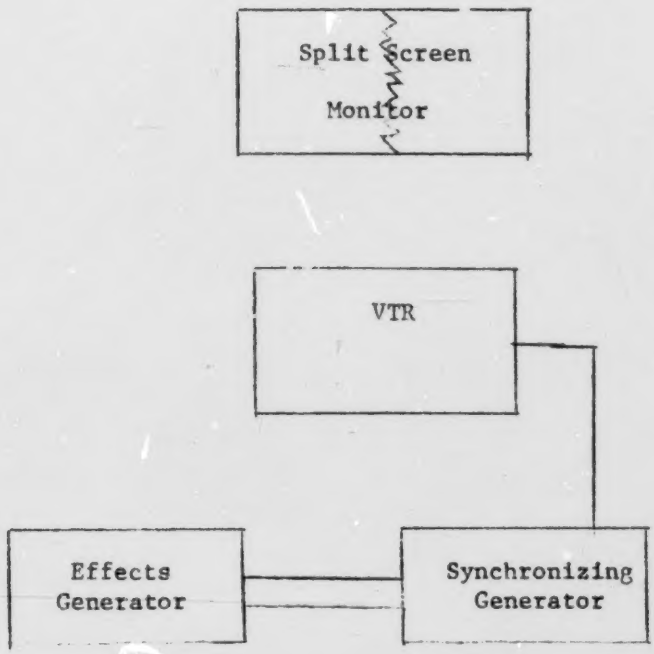
Procedural Difficulties of Accountable Evaluation for Improvement:

1. Obtaining the original equipment (cost).
2. Training the camera operators (specialist, parent, student).
3. Offering constructive alternatives rather than criticisms to a teacher.

VTR Classroom



VTR Viewing Room



Teacher Administrator Subject or Grade
Matter Colleague

*One drawback to split screen viewing is that portions of the student audience cannot be seen (large groups) in its entirety.

EQUIPMENT COST[3]

Total Cost of Equipment $5,600[4]

Video Tape Recorder (VTR) — $1,150

Specs:

Type:	Monochrome; helical scan, slow motion stop action, electronic edition, portable
Recording Heads:	Two Tape Size: 1/2"
Speed:	7 1/2 ips; 60 minutes recording time
Tape Format:	EIAJ Type 1
Video:	Input: 0.5-2 V.P-P, 75ohm; Output: 1.0 V.P-P 75 ohm; Resolution: More than 300 lines
Audio:	Input: 65 db, 600 ohm; Output: 0 db, high impedance; Response: 80 Hz. to 10 KHz.; S/n Radio: Better than 40 db.
Weight:	41 lbs. 14 oz. Dimensions: 8-3/ 16x16-3/16x15-11/16" 120 V., 60 Hz. UL listed

Video Cameras (2) — ($695 each) (without zoom lens $400) — $1,390

Type:	Electronic viewfinder and f/2, 16-64 mm. zoom lens
Tube:	2/3" spearate mesh Vidicon
Resolution:	400 lines
S/N Ratio:	42 db
Sync:	Random, 2:1, internal EIA, external EIA

Video Cameras (continued)

Video Outputs:	Two composite 1 V.P-P into 75 ohm line
Lens Mount:	Type C
Viewfinder:	4" (diagonal)
Weight:	6 lbs. 8 oz. Dimensions: 4 3/4 x 4-3/16 x 13 1/4"

Video Receiver/Monitor $300

Picture Tube:	18"
Receives:	VHF, UHF; closed circuit signal
Amplifier:	Transitor
Cabinet:	Metal
Power:	117 V., 60 Hz.
Weight:	50 lbs. Dimensions: 13-5/8 x 22-3/16 x 13-5/16" UL listed
Notes:	External speaker jack

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[3]Cost estimates and equipment specification were researched by Earl Potter, graduate student, Memphis State University.

[4]Based on 1973 prices. Specifications for equipment allows electronic editing, internal switching, fadeouts, closeups, and removal of pictures (wipes). Equipment is mobile. VTR tapes range in cost from $17.00 to $40.00 depending upon quantity purchases.